R E P O R T R E S U M E S

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NEW HAMPSHIRE STATE EVALUATION REPORT--TITLE I, ELEMENTARY AND SECONDARY EDUCATION ACT.

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PUB DATE 7 DEC 66

EDRS PRICE MF-$0.25 HC-$2.28 55P.

DESCRIPTORS- *FEDERAL PROGRAMS, *PROGRAM EVALUATION, *EDUCATIONAL PROGRAMS, TEST INTERPRETATION, SCHOOL DISTRICTS, INTERSTATE PROGRAMS, TEACHER AIDES, PRIVATE SCHOOLS, PROGRAM PLANNING, EVALUATION METHODS, STUDENT ENROLLMENT, INTERAGENCY COORDINATION, ACTION PROGRAMS (COMMUNITY), STATISTICAL DATA, TABLES (DATA), DROPOUT RATE, NEW HAMPSHIRE, ESEA TITLE I

THE FIRST PART OF THIS REPORT IS A DESCRIPTION OF THE ORGANIZATION AND OPERATION OF THE 1965 ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I PROJECTS IN NEW HAMPSHIRE. THE ACTIVITIES OF 100 PERCENT OF THE PROJECTS ARE REPORTED. INFORMATION ABOUT THE PROJECTS WAS EXCHANGED AMONG LOCAL SCHOOL DISTRICTS AND VISITS TO COMPARABLE SCHOOL DISTRICTS IN OTHER NEW ENGLAND STATES ARE BEING PLANNED. THERE ARE ALSO PLANS TO PRODUCE SIX TO 12 TELEVISION PROGRAMS ABOUT TITLE I PROJECTS. THE INDEPENDENT NEW ENGLAND EDUCATIONAL ASSESSMENT PROJECT HELPED TO SURVEY THE STATUS OF TEACHER AIDES IN THE NEW ENGLAND SCHOOLS AND TO DEVELOP A GUIDEBOOK FOR CHOOSING EFFECTIVE EVALUATION INSTRUMENTS AND METHODS. THE MAJOR PROBLEMS OF THE PROJECTS WERE LACK OF STAFF TO REVIEW PROPOSAL AND MISCONCEPTIONS ON THE LOCAL LEVEL ABOUT THE PURPOSES AND SCOPE OF THE PROJECTS AND ABOUT WHICH AGENCY CONTROLLED FUNDS. ALSO NEED WAS FELT FOR GREATER EXPERTISE AND SENSITIVITY ON THE PART OF EDUCATORS IN INTERPRETING TEST RESULTS. TITLE I PROJECTS WERE WELL COORDINATED WITH COMMUNITY ACTION PROGRAMS AFTER AN INITIAL FAILURE OF COMMUNICATION. THE COMPREHENSIVE ANALYSIS SECTION OF THE REPORT OFFERS DATA ON ALLOCATION DISTRIBUTION, ENROLLMENT, PROJECT AREAS, FUNDED ACTIVITIES, INNOVATIVE PROJECTS, WAYS OF INCREASING STAFF, AND MOST COMMONLY USED MEASURING INSTRUMENTS. A CHART ANALYZES EFFECTIVE ACTIVITIES AND METHODS BY GRADE LEVELS. THERE IS AN EXTENSIVE SECTION OF TABULAR DATA. (NH)

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NEW HAMPSHIRE

TITLE I

State Department

Evaluation

1965-1966

UD 004 381

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION

DIVISION OF ADMINISTRATION

CONCORD

NEW HAMPSHIRE STATE EVALUATION REPORT

TITLE I

ELEMENTARY & SECONDARY EDUCATION ACT

UD 004 381

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Printing Job #137
New Hampshire Department of Education
December 7, 1966

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I N T R O D U C T I O N

NEW HAMPSHIRE STATE EVALUATION REPORT

The following Evaluation Report for New Hampshire has a dual purpose. First, to fulfill the obligation of TITLE I Law, Section 205 (a) (6) by submitting a State Evaluation Report to the U. S. Office of Education. Secondly, to inform the Local Educational Agencies of the problems and progress that occurred under TITLE I of the Elementary and Secondary Education Act of 1965. We feel the latter to be of paramount importance.

In November of 1965, just a little more than a year ago, the first TITLE I project was approved for New Hampshire. Before the end of the fiscal year (June 30, 1966), 165 projects had also been approved and put into operation.

In this short period of time we have passed through the embryonic stage of a revolutionary educational venture. Much has been learned. We have become knowledgeable about the needs of educationally deprived children; but in no way can we now consider ourselves experts, nor claim that these needs are completely fulfilled. We are in our infancy - still crawling, exploring, and learning - filled with the great desire that soon we will gain our dexterity and motor coordination in this area, as we have done previously in so many areas within the educational spectrum.

One of the important vehicles that has shown us where we were and how far we have come is the significant introspective Evaluation Report that each participating district has completed. It is a pleasure to note that New Hampshire had 100% returns of this report, and that a complete picture is reflected in all of the following statistics. This Evaluation Report,

coupled with State Department visits and informal conversations with responsible personnel at all levels, has assisted us in determining the direction TITLE I is taking in the State of New Hampshire.

It is now apparent that some of New Hampshire's finest teachers are presently involved with projects sponsored by TITLE I. Within this group are a wide variety of specialists from many of the educational, social, and health aspects. These highly experienced teachers have often been recruited from the classroom and made "educational trouble shooters". They are assigned the responsibility of developing new methods for assisting the educationally and economically deprived.

There is no question that a great deal of headway has been made in many school districts; but it is also true that some communities, often identifying their needs for the deprived, used a minimum of imagination to satisfy these needs. It is our fervent hope that the limited amount of time which seemed a handicap to so many of these districts has now been eliminated and more constructive approaches will be substituted.

Many school districts suffered from an inability to acquire the desired teacher specialists because of the apparent scarcity. Others were restricted in their approach due to the lack of additional classroom space. These two factors seemed to be the most common in New Hampshire and, to be sure, were similarly reflected throughout the nation.

One major observation that can now be made and is a definite outgrowth of the Evaluation Reports is - that there is a heartfelt need to make more educators in New Hampshire and, more specifically, those connected with TITLE I activities, more sensitive to and cognitive in interpreting test results. At this time the State is seriously considering the feasibility of a summer workshop given to this purpose.

"As the twig is bent, so grows the tree". We in New Hampshire feel that "our twig" has been successfully implanted in the rich soil of education and is receiving proper attention and nutrition. The educationally deprived of this State cannot help but reap the fruits of this tree which has been nurtured by so many fine people. To these people we are deeply grateful.

PART I

DESCRIPTIVE

SUMMARY

Operation and Service

The inauguration of TITLE I in the State of New Hampshire started off in September of 1965 with one full-time person responsible for the program. This person, plus one full-time secretary, represented the entire work force until March of 1966, when one more consultant was added, along with another half-time secretary. At the onset of New Hampshire's TITLE I program, tremendous organization, public relations, and administrative tasks went into operation.

A separate unit was set up under the Division of Administration, and the mechanics of this unit had to be introduced and coordinated with several other facets within the Department of Education. In the area of public relations, the most important and difficult task was alerting the Superintendents and their respective administrative staffs to the opportunities and responsibilities under this new Act. This was accomplished with regional administrative meetings in various sections of the State, by going to individual Superintendent's offices for individual conferences (as well as to work out the finer details), and with visits regularly held in the State Office. Information was also disseminated via the newspapers, radios, and other mediae to inform citizenry of New Hampshire of TITLE I's opportunities, progress and results.

The administrative phase of this program will be discussed under "Major Problem Areas" and in other sections of this report.

The same type of procedure was used with representatives of State-supported Educational Agencies for P.L. 89-313. First, a general meeting was held with all people directly connected with State Educational Agencies interested in TITLE I to explain what P.L. 89-313 meant to them, and the

ground rules under which they should operate. Following the general meeting, subsequent meetings were held with the personnel directly connected with P.L. 89-313 in the individual State-supported schools.

Dissemination

In the State of New Hampshire there exists a togetherness among the Superintendents that lent itself to a natural media of effective dissemination. Each region of the State has a formal calendar for specific get-togethers and many more meetings of the same people on an informal basis. This has created an excellent opportunity for exchange of mutual ideas, problems, procedures, and project descriptions.

A certain segment of the annual State-wide meeting of the Superintendents and State Department personnel was set aside for TITLE I. During this time the Superintendents heard from three school men who explained what they had done with their TITLE I monies. Each speaker represented a different size school district with varying amounts of TITLE I allocations.

Visiting committees were organized by the State Department in conjunction with the New England Assessment project (sponsored in the six-state area under TITLE V). At this time visitors from one or more school districts would go as a committee to observe a similar size district (or certainly one which was operating a similar type project) and make their recommendations based on their observations. In the following visit the host school personnel would return to the original visiting committee member's schools.

For P.L. 89-313 it is hoped that visiting arrangements can be worked out for similar type schools dealing with approximately the same kinds of disabilities and deprivation.

Although the aforementioned plans on interstate visitation had been formalized, they were not activated during FY 66. The reasons for this were two-pronged; first, the idea of interstate visitation originated too late in the academic year to make it operational and, secondly, the visitation setup for summer had to be cancelled due to a last-minute conflict in schedules that did not permit re-scheduling during the summer.

It is anticipated that along with the subtle methods of dissemination already mentioned, a more formal approach will also be utilized. It will involve reproducing specific project descriptions by permission of the respective school boards, and distributing them individually to other school districts with similar ambitions and needs to simulate their approach to the problems at hand. Also conceived is the idea of putting together a packet of various types of outstanding projects for general distribution to all Superintendents. Such a procedure would serve two purposes; first, to inform them what other districts are doing, and, secondly, to provide food for thought as to other possible educational areas and approaches that might be pursued in the future.

Evaluation

After a great deal of thought by the TITLE I State personnel, it was decided to limit the guidelines and the reporting forms only to that which was considered essential. Whereas more than 80% of the Superintendents have an average of five school districts under their jurisdiction, and there were several projects going on in each district, an attempt was made to compile all project data in a district on one form. By using this method, it was necessary to identify specific information by the local project number. The only exception to this was in the essay portion of the overall evaluation.

This was done by individual projects to provide the State with more meaningful data. This method seemed to us to be more in keeping with the spirit of the Act, when considering the many occurrences where the amounts of money were less than $3,000.00.

The New Hampshire State Department personnel involved in providing evaluation assistance were:

Mr. Paul R. Fillion, Chief, Division of Administration

Mr. Lewis F. Foote, Senior Consultant, TITLE I

Mr. Thomas J. Burns, Consultant, TITLE I

The outside personnel who assisted the State Department in the area of evaluation were:

NEEDS - New England Educational Data Systems

NEEAP - New England Educationa. Assessment Project

The first outside agency mentioned - NEEDS - has assisted the New Hampshire State Department of Education by utilizing their data processing equipment with certain aspects of the State's Evaluation Report. We hope that we have been mutually beneficial to each other's undertakings in the area of TITLE I, ESEA.

The latter group, NEEAP, has worked closely with State Department personnel, especially in the area of TITLE I, and instituted several projects that the States felt would be of value.

The first project was a survey of teacher aide status in the six-state area to ascertain the degree of involvement, status, educational background required, and types of services they are performing (educational v.s. non-educational) - study not yet completed.

The second project was in the area of evaluation. Its purpose was to develop a work book that would be of benefit to educators working with

TITLE I projects to assist them in selecting effective instruments for evaluation as well as methods of evaluation. In my opinion, this booklet will serve a paramount need in New Hampshire as evidenced by the lack of sensitivity of assessing techniques.

Thirdly, was the interstate visitations suggested and guided by the NEEAP personnel

Fourthly, in process is the planning for televising and broadcasting over educational and/or commercial TV networks 6 or 12 TITLE I projects (representing one or two from each State). These programs, one-half hour in length, should serve as an excellent informational media to both educators and citizens alike. A set of these films will also be permanently on file in each State Office, to be used by the Local Educational Agencies for such activities as P.T.A.'s, in-service teacher training programs, informing school boards, etc., in order that they might stimulate interest and creative thinking.

EVALUATION DESIGN

CHART A

The number of projects in New Hampshire that employed the various evaluation designs.

*NUMBER OF PROJECTS	EVALUATION DESIGN
10	PROJECT GROUP AND NON-PROJECT GROUP AS CONTROL
41	PRE-TEST AND POST-TEST COMPARISON ON PROJECT GROUP ONLY
26	PRE-TEST AND/OR POST-TEST COMPARED TO LOCAL, STATE OR NATIONAL GROUPS
13	TEST DATA ON PROJECT GROUP COMPARED WITH TEST DATA FROM PREVIOUS YEARS IN PROJECT SCHOOL
37	PROJECT GROUP TESTED BUT NO COMPARISON DATA
46	OTHER (SPECIFY)

* Number of Projects: The responses for each evaluation design represent the total used, but it should be noted that several projects utilized more than one evaluation design.

Major Problem Areas

The major problems that were encountered by New Hampshire in administering the TITLE I program were centered around one weakness - insufficient staff to properly review proposed projects. This was a State problem for which there were no suggestions for revising legislation. The problems centered around this weakness were alleviated as of September 1, 1966 when a complete staff was hired and made operational.

Implementation of Section 205 (a) (1)

The types of projects that were not approvable when first submitted on the basis of their size, scope, and quality were kept to a minimum in New Hampshire, because the TITLE I consultants worked with the Superintendents and their staffs prior to any formal projects being submitted. This was of great value in actually keeping the non-approvables to a bare minimum. The same was true for P.L. 89-313.

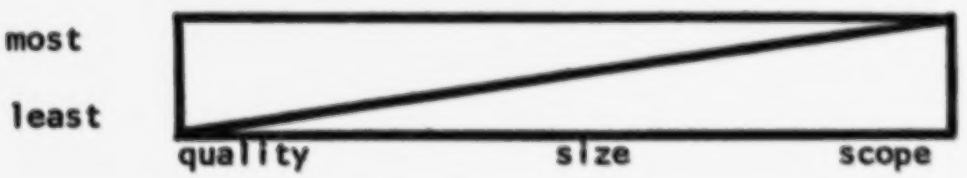
Common Misconceptions

In order of prevalence, the most common misconceptions of the Local Educational Agencies concerning the purpose of TITLE I and the requirements for size, scope, and quality were:

1. that the Local Educational Agency had to identify each child by name, have accurate knowledge of his family's total income, and have tallied the aforementioned in order to qualify for the prescribed allocation.

2. control of TITLE I funds and project approval of same were under the direct auspices of the U.S. Office of Education

3. misconceptions in terms of frequency



Coordination of TITLE I and COMMUNITY ACTION PROGRAM

(a) During FY 66 there were eight of the ten counties in New Hampshire operating approved Community Action Agencies. During this length of time 144 TITLE I projects were approved in these eight counties.

(b) The amount of money approved in the eight areas where there were Approved Community Action Programs amounted to $1,015,017.94.

(c) To insure coordination and cooperation between TITLE I and the Community Action Agency the following was done:

1. Meeting of OEO Director and his staff with Commissioner of Education and TITLE I Staff.

2. A joint communique was issued to all Superintendents and CAP personnel over the signatures of the State OEO Director and the Commissioner of Education.

3. Regional meetings were conducted in all counties in the State by the Acting State Technical Assistant and the Senior Consultant of TITLE I. These two people met with the Superintendents and CAP personnel to explain their related roles.

(d.) Through regional meetings a better understanding developed between the two agencies which, in turn, acted as a mutually beneficial arrangement. Advisory boards were instituted in several areas for activities such as TITLE I, and it was not uncommon to see a CAP person on the advisory board. The reverse was likewise true when the CAP people were selecting members for their advisory board.

(e.) Problems existed between the two agencies in the beginning due to a lack of communication at all levels. As information was forthcoming, these problems corrected themselves.

(f) Were the two acts used in a reinforcing manner? Data gathered by one agency was quite often made available to the other agency when confronted with a similar undertaking. In many areas the programs organized did reinforce each other by their individual nature. However, it was seldom that the funds from the two agencies worked jointly on a single project.

(g) Suggestions for revising legislation: Educational programs supported totally by OEO funds should come under the direct auspices of the local, State, and/or U. S. Office of Education to insure quality education.

Programs sponsored under P.L. 89-313 (items (f) and (g) above) as they pertain to State-supported schools: In the State of New Hampshire the TITLE I consultants worked very closely with the State Director of Special Services. This proved to be most beneficial to all concerned.

(Note) The responses in the above items (a) - (g) were constructed jointly with the OEO State Technical Assistant and the TITLE I consultant working with Evaluation.

<u>Inter-relationship of TITLE I with:</u>

TITLE 2 - ESEA - only in a few situations did TITLE I funds directly support TITLE 2 library projects.

TITLE 3 - ESEA - none last year, although tentative plans in a few projects for this coming year are in the planning stage.

TITLE 4 - ESEA - none last year

TITLE 5 - ESEA - in one instance TITLE 5 funds came to the aid of the TITLE I Office by providing an additional secretary for the last two months of FY 66 to ease the burden of the understaffed supporting force.

The successes in developing and implementing projects relating to TITLE I funds with other TITLES of ESEA were quite limited. The probable

reason for this was that each TITLE witnessed such great educational needs within their own areas that they elected to utilize their respective funds in an attempt to partially satisfy their own needs first.

In some instances the Local Educational Agencies encountered difficulties with the ESEA Act when they wanted to coordinate a local project with these funds, but the amounts available to them were too limited. TITLE 3 funds could not be used for this purpose either, because the project desired did not have enough scope or originality.

Cooperative Projects Between School Districts

The successes in developing and implementing cooperative projects between two or more districts were readily apparent within the limited number of districts that decided to attempt such a venture. There were ten such projects in the State, representing 6% of all approved projects. In each case there was a definite "togetherness".

The greatest problems in developing and implementing cooperative projects were the legal ramifications connected with accounting at both local and state levels, as well as payment to cooperative projects. These were internal problems and have been corrected.

Suggestions for revising the legislation concerning cooperative projects would be to designate and allocate TITLE I funds to the Supervisory Union instead of the Local Educational Agency. This would then put the guiding force of such educational ventures under the supervision of the responsible administrative unit and his respective school boards, or their legally designated representatives. However, there would certainly be need for precise State guidelines to insure and clarify methods of implementation.

Non-Public School Participation

Participation between public and non-public schools in New Hampshire has been excellent. The Superintendents did a fine job of seeing that the local non-public schools were invited to plan and participate in the TITLE I projects.

Some of the problems experienced in developing projects were the differences between the two establishments in their respective priority of needs to help the deprived child.

The educational services needed in the non-public schools to assist their educationally deprived were often services that were already a part of the public school curriculum supported by local taxes.

Suggestions for improving legislation would be to clearly state the feasibility of allowing heavy equipment to remain on non-public school premises during the operation of the program, but to be returned to the public Local Educational Agency at the duration of such operations or over long periods of time when the program is inactive; i.e., summer months.

LOCATION AND TIME-TABLE OF PROJECTS

CHART B

Number of TITLE I projects conducted in New Hampshire on various locations and the number of public and non-public school children that participated.

SERVICES OR ACTIVITIES IN WHICH CHILDREN ATTENDING SCHOOL PARTICIPATED:	NUMBER OF PROJECTS	NUMBER OF CHILDREN PARTICIPATING IN EACH PROJECT	
		PUBLIC	NON-PUBLIC
(1) On public school grounds only:	xxxxxxxx	xxxxxx	xxxxxxxxxx
During the regular school day	92	4937	265
Before School	4	27	0
After School	8	350	6
Weekends	1	23	0
Summer	33	1585	487
TOTAL PUBLIC SCHOOL GROUNDS	138	6922	758
(2) On non-public school grounds only:	xxxxxxxx	xxxxxx	xxxxxxxxxx
During the regular school day	6	173	132
Before School	0	0	0
After School	1	20	0
Weekends	0	0	0
Summer	2	86	32
TOTAL NON-PUBLIC SCHOOL GROUNDS	9	279	164
(3) On both public and non-public school grounds:	xxxxxxxx	xxxxxx	xxxxxxxxxx
During the regular school day	4	338	128
Before School	0	0	0
After School	1	24	0
Weekends	0	0	16
Summer	1	62	144
TOTAL ON BOTH PUBLIC AND NON-PUBLIC SCHOOL GROUNDS	6	424	288
(4) On other than public or non-public school grounds:	xxxxxxxx	xxxxxx	xxxxxxxxxx
During the regular school day	1	49	0
Before School	0	0	0
After School	0	0	0
Weekends	1	7	0
Summer	2	51	11
TOTAL ON OTHER THAN PUBLIC AND NON-PUBLIC SCHOOL GROUNDS	4	107	11
* GRAND TOTAL	157	7732	1221

* The Grand Total Figures Represent a Duplication of Count.

PART II

COMPREHENSIVE

ANALYSIS

STATISTICAL INFORMATION

CHART C

Represented below is the profile of TITLE I projects conducted in New Hampshire. The totals are sub-classified by the Standard Metropolitan Statistical Areas (SMSA). This classification system uses population of cities and towns as its major factor.

Each school district that participated in a TITLE I program has been classified according to this criteria and is presented in the profile.

SMSA CLASSIFICATION	NUMBER OF LEA'S FOR WHICH TITLE I PROGRAMS HAVE BEEN APPROVED	FUNDS ACTUALLY COMMITTED	UNDUPLICATED COUNT OF CHILDREN				AVERAGE COST PER PUPIL COL. 3 by COL. 4
			TOTAL COL. 5, 6 AND 7	PUBLIC	NON-PUBLIC	NOT ENROLLED	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
A	1	$ 141,495.06	838	299	223	316	$168.85
B	0	0	0	0	0	0	N.A.
C	7	39,050.00	805	805	0	0	48.51
D	44	641,146.49	4775	3994	778	3	134.27
E	80	295,163.36	1988	1839	54	95	148.47
TOTAL	132	$1,116,854.91+	8406×	6937	1055	414*	$132.86

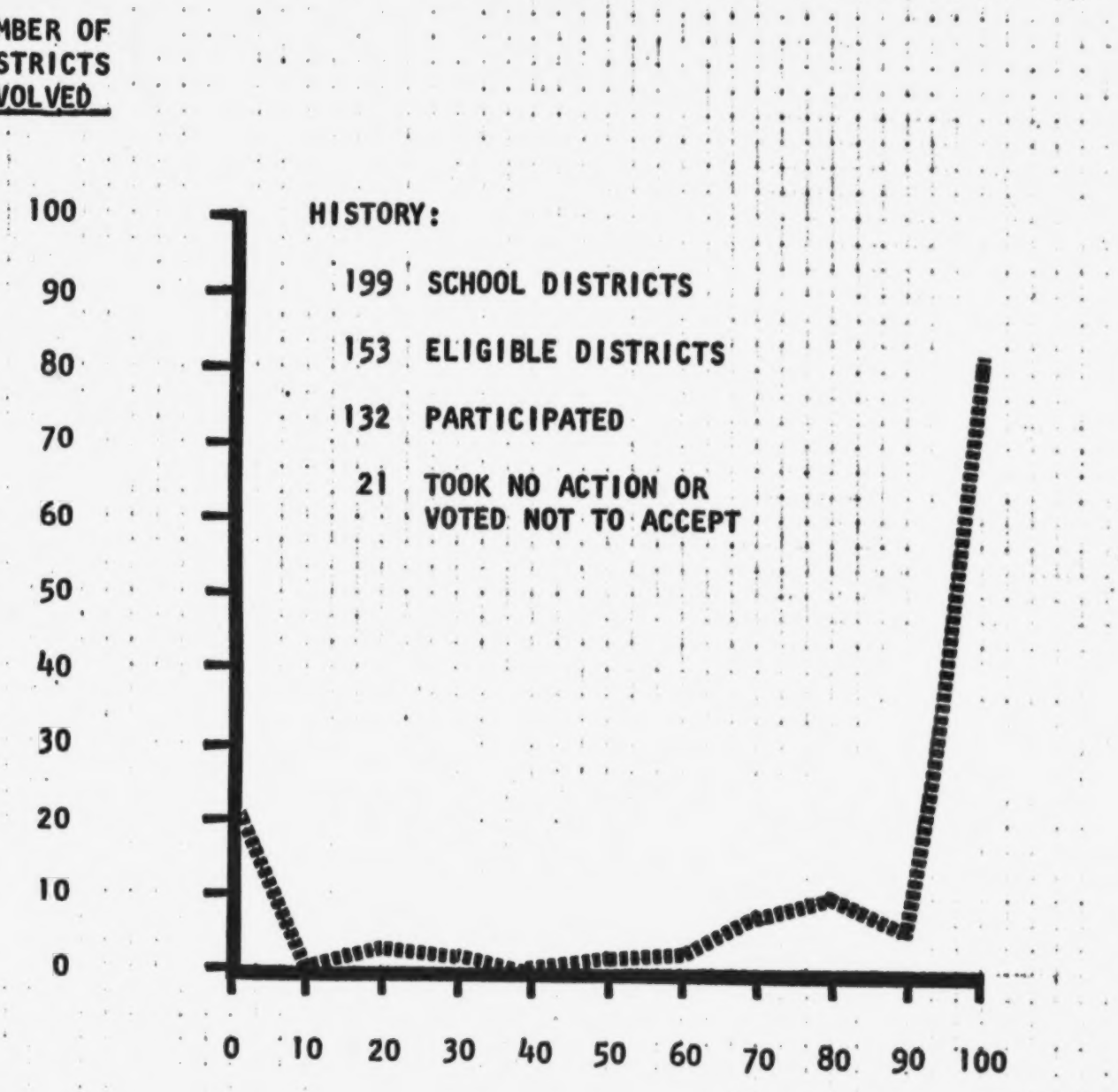
NOTES OF EXPLANATION:

\+ ACTUAL FUNDS COMMITTED - Indicates total amount paid to LEA's for FY'66 projects. This amount does not reflect that which the LEA's did not encumber and therefore is slightly higher than the amount that will actually be committed.

× UNDUPLICATED COUNT OF CHILDREN - Not included in this total are 608 children who benefitted indirectly as a result of in-service teacher training projects.

* NOT ENROLLED - Total includes pre-school age children that participated in TITLE I pre-school projects.

DISTRIBUTION OF TITLE I ALLOCATION
1965-66



HISTORY:

199 SCHOOL DISTRICTS

153 ELIGIBLE DISTRICTS

132 PARTICIPATED

21 TOOK NO ACTION OR VOTED NOT TO ACCEPT

PERCENTAGE OF DISTRICT ALLOCATIONS DISTRIBUTED BY STATE

Interesting to note that 104 of the eligible school districts (68% of the 153 eligible) utilized 90% or better of their respective allocations. Considering the short span of time that was available for implementing FY66 projects, this is certainly a tribute to many of New Hampshire's Administrators.

TITLE I ENROLLMENT

CHART D

Represented below are the number of pupils, by grade span and school classification, who directly and indirectly participated in TITLE I programs in New Hampshire. This is an unduplicated count with each individual being counted only once, regardless of the number of projects in which the individual participated.

GRADE SPAN / CLASSIFICATION	PRE-SCHOOL	1-3	4-6	7-8	9-12	TOTALS
PUBLIC SCHOOL STUDENTS	144	2594	2607	1357	600	7302
NON-PUBLIC SCHOOL STUDENTS	3	429	453	216	244	1345
NOT ENROLLED (out of school)	350	0	1	0	16	367
* TOTALS	497	3023	3061	1573	860	9014

* Included in these totals are 608 children who benefitted indirectly as a result of in-service teacher training projects.

Establishing Project Areas

The most widely used methods of establishing project areas in rank order were:

Census information

AFDC statistics

School survey

Health survey (via school nurse)

Pupil Needs

The most pressing pupil needs in the State of New Hampshire that were identified through TITLE I projects in rank order were:

TYPE	STATE-WIDE PERCENTAGE
Reading - developmental and remedial	44%
Improvement of Instruction (i.e. individualizing)	15%
Teacher Aides (assist teacher in meeting needs)	6%
Special Education for the Handicapped	5%
Speech Therapy - defects	4%

Local Educational Agency Problems

The principal problems encountered by local officials in implementing projects were:

Availability of Specialized Personnel

a) Reading Specialists

b) Speech

c) Guidance

Availability of Classroom Teacher Replacement Personnel

Availability of Additional Space to Carry on Desired TITLE I Projects

Activities Funded

The most prevalent types of activities funded were:

Reading	$757,565.00
Improvement of Instruction	103,556.00
Teacher Aides	28,153.00
Special Education for the Handicapped	35,147.00
Speech Therapy	15,237.00

Innovative Projects

Innovative and exemplary projects conducted within the State of New Hampshire are expressed below with the State Project Number and SMSA classification:

(1) Several specialized remedial and developmental reading programs were implemented by using mobil and travel labs. In most instances these lab units were custom built to meet specific local needs. School districts utilizing these units were:

SCHOOL DISTRICTS	STATE PROJECT NO.	SMSA CLASSIFICATION
Berlin	53	D
Governor Wentworth	22	D
Manchester	90	A
Rochester	120	D

(2) Psychological services were accomplished by a district with a minimal allocation

New Boston	160	E

(3) Summer instructional program involving field trips and a teacher pupil ratio of 5:1

Keene	170	D

(4) A small amount of money and a great deal of local initiative were used to create a Work Study Program for Teen-Age Boys who were not motivated by the traditional classroom approach. This program included industry, school, and vocational training.

SCHOOL DISTRICTS	STATE PROJECT NO.	SMSA CLASSIFICATION
Interlakes	95	D

Methods of Increasing Staff

Some of the methods used by the Local Educational Agencies to develop and/or increase the staff for TITLE I projects were:

1) In-Service Training Workshops (some of these workshops were offered on local premises by neighboring colleges for credit).

2) Teachers sent to summer school for specific course(s)

3) Employment of teacher aides (in some instances this is also a teacher-building program to combat the teacher shortage)

4) Use of professionally trained, certified teachers, on a part-time basis, who are housewives and do not want full-time employment.

MEASURING INSTRUMENT MOST COMMONLY USED

CHART E

GRADE SPAN	NUMBER OF TIMES GIVEN	NUMBER OF SCHOOLS REPRESENTED	NUMBER OF STUDENTS INVOLVED	MEASURING INSTRUMENT	FORM
PRE-SCHOOL - KINDERGARTEN	14	21	133	GATES PRIMARY READING SURVEY	M-3
1-3	79	88	1024	STANFORD ACHIEVEMENT TEST	J, X
	31	73	355	GATES PRIMARY READING SURVEY	M-1, 2
	24	53	339	DURRELL READING TEST	A
4-6	88	136	1723	STANFORD ACHIEVEMENT TEST	W
	54	134	496	METROPOLITAN ACHIEVEMENT TEST	A
	40	92	476	GATES READING TEST	M-1
7-9	34	36	503	STANFORD ACHIEVEMENT TEST	W, X, Y
	22	44	479	GATES READING TEST	M-1,2,3
	20	21	608	OTIS METROPOLITAN ACHIEVEMENT TEST	--
10-12	10	10	144	STANFORD ACHIEVEMENT TEST	X,Y
	6	6	131	DIAGNOSTIC READING SURVEY	A,B,C
	4	4	50	NATIONAL MERIT TEST	--

ANALYSIS OF EFFECTIVE ACTIVITIES AND METHODS

CHART F

PROJECT ACTIVITIES BY CLASSIFICATION	EDUCATIONAL ACTIVITIES	MAJOR WEAKNESSES	MAJOR STRENGTHS
EARLY YEARS (Pre-School - Gr. 3)	TEACHER AIDE	QUALIFICATIONS	GREATER TEACHER FLEXIBILITY
	HEALTH SERVICES	SOCIAL STIGMAS	IDENTIFICATION AND TREATMENT
	REMEDIAL READING	TRAINED PERSONNEL	EARLY IDENTIFICATION
	CULTURAL ENRICHMENT	APPROPRIATE METHODS	BROADEN HORIZONS
	ELEMENTARY GUIDANCE	TEACHER KNOWLEDGE	EARLY ASSISTANCE
MIDDLE YEARS (Grades 4-6)	REMEDIAL READING	TRAINED PERSONNEL	EQUIPMENT AVAILABLE
	MUSIC PROGRAM	FACILITIES	NEARNESS TO A COLLEGE
	SPECIAL CLASS	FACILITIES	SPECIALIZED TRAINING
	IN-SERVICE TRAINING	AVAILABILITY OF COLLEGE TEACHER	UP-DATING
	TEACHER AIDES	QUALIFICATIONS	GREATER TEACHER FLEXIBILITY
'TEEN YEARS (Grades 7-12)	REMEDIAL READING	TRAINED PERSONNEL	EQUIPMENT AVAILABLE
	GUIDANCE	QUALIFIED PERSONNEL	VOCATIONAL GUIDANCE
	WORK STUDY	FACILITIES	ORGANIZATION
	IN-SERVICE TRAINING	AVAILABILITY OF COLLEGE TEACHER	UP-DATING
	LIBRARY SERVICES	MATERIALS	AVAILABILITY

General Analysis of TITLE I

In a relatively short span of time TITLE I has become an integral part of the Local Educational Agency. It is now recognized by the teachers, accepted by the citizens and, most important of all, appreciated by the students. It is truly difficult to assess TITLE I's effectiveness when standardized tests are applied, or when actual "educational attainment" and improvement by pencil-and-paper standards are sought. However, it becomes an extremely simple task, when teacher observations are made, administrators' opinions sought, parent comments offered and, again, when a smile is seen on a child's face because he knows he is getting some individual help.

PART III

TABULAR

DATA

TABLE I

INSTRUMENT OF MEASUREMENT

Indicated below are the total number of standardized instruments and other measurements used in New Hampshire TITLE I Projects for each grade span to measure skill development subjects, and attitudinal and behavioral development.

INSTRUMENT OF MEASUREMENT	NO. OF PROJS.	PROJECTS IN SKILL DEVELOPMENT					SUB TOTAL	ATTITUDINAL & BEHAVIORAL DEVELOPMENT					SUB TOTAL	GRAND TOTALS
		Pre-K. & Kind.	Grades 1-3	4-6	7-9	10-12		Pre-K & Kind.	Grades 1-3	4-6	7-9	10-12		
1.STANDARDIZED TESTS:														
a. Achievement	91	1	62	61	43	10	177	0	4	2	3	1	10	187
b. Intelligence	61	3	44	41	35	7	130	0	2	1	3	1	7	137
c. Aptitude	8	0	3	3	3	3	12	0	1	0	1	0	2	14
d. Interest	5	0	3	3	4	2	12	0	1	0	1	1	3	15
e. Attitude	4	0	1	1	1	2	5	0	1	0	1	1	3	8
f. Other (specify)	20	1	14	12	9	6	42	0	1	2	1	0	4	46
2.OTHER TESTS														
a. Locally devised	11	0	7	7	5	2	21	0	1	1	1	0	3	24
b. Teacher made	44	2	31	32	16	7	88	0	4	3	3	0	10	98
c. Other (specify)	12	2	7	7	1	1	18	1	1	2	1	0	5	23
3.OTHER MEASURES:														
a. Teacher ratings	90	2	55	50	31	14	152	4	35	30	25	10	104	256
b. Anecdotal records	68	2	40	35	28	9	114	4	28	21	25	6	84	198
c. Observer reports	59	1	29	28	22	8	88	4	24	15	23	7	73	161
d. Other (specify)	11	1	4	4	2	0	11	1	5	3	5	0	14	25
TOTALS	484	15	300	284	200	71	870	14	108	80	93	29	324	1194

TABLE II (A)

EFFECTIVENESS OF PROJECTS

Represented below are all of New Hampshire's TITLE I projects by major classifications. The effectiveness of the project is represented below by grade spans and in most instances, a project overlapped a grade span, and therefore is expressed in each appropriate grade span.

CLASSIFICATION OF PROJECTS	NUMBER OF PROJECTS TALLIED	GRADE OR GRADE SPAN	PRIMARY OBJECTIVES			SECONDARY OBJECTIVES		
			GOOD PROGRESS	SOME PROGRESS	LITTLE OR NO PROGRESS	GOOD PROGRESS	SOME PROGRESS	LITTLE OR NO PROGRESS
Business Education	2	9-12	1	1	0	1	1	0
Cultural Enrichment	1	1-3	1	0	0	1	0	0
" "	3	4-8	3	0	0	3	0	0
Reading (Remedial & Developmental)	60	1-3	36	23	1	43	17	0
" "	60	4-6	36	23	1	42	18	0
" "	31	7-8	16	14	1	24	7	0
" "	10	9-12	7	3	0	8	2	0
Arithmetic (Remedial)	1	7-8	0	1	0	0	0	1
" "	1	9-12	0	1	0	0	0	1
Music	1	4-6	1	0	0	1	0	0
"	1	7-8	1	0	0	1	0	0

TABLE II (B)

EFFECTIVENESS OF PROJECTS

Represented below are all of New Hampshire's TITLE I projects by major classifications. The effectiveness of the projects is represented below by grade spans and in most instances, a project overlapped a grade span, and therefore is expressed in each appropriate grade span.

CLASSIFICATION OF PROJECTS	NUMBER OF PROJECTS TALLIED	GRADE OR GRADE SPAN	PRIMARY OBJECTIVES			SECONDARY OBJECTIVES		
			GOOD PROGRESS	SOME PROGRESS	LITTLE OR NO PROGRESS	GOOD PROGRESS	SOME PROGRESS	LITTLE OR NO PROGRESS
Pre-Kindergarten	1	K	1	0	0	1	0	0
Science	1	4-6	1	0	0	1	0	0
"	1	7-8	1	0	0	1	0	0
General Education (e.g. Improvement of Instruction)	15	1-3	6	9	0	8	7	0
" " "	13	4-6	5	8	0	7	6	0
" " "	10	7-8	2	7	1	7	3	0
" " "	7	9-12	5	1	1	4	3	0
Speech Therapy	1	1-3	0	1	0	0	1	0
" "	1	4-6	0	1	0	0	1	0
" "	1	7-8	0	1	0	0	1	0
Special Education for the Handicapped	7	1-3	6	1	0	7	0	0

TABLE II (C)

EFFECTIVENESS OF PROJECTS

Represented below are all of New Hampshire's TITLE I projects by major classifications. The effectiveness of the project is represented below by grade spans and in most instances, a project overlapped a grade span, and therefore is expressed in each appropriate grade span.

	CLASSIFICATION OF PROJECTS	NUMBER OF PROJECTS TALLIED	GRADE OR GRADE SPAN	PRIMARY OBJECTIVES			SECONDARY OBJECTIVES		
				GOOD PROGRESS	SOME PROGRESS	LITTLE OR NO PROGRESS	GOOD PROGRESS	SOME PROGRESS	LITTLE OR NO PROGRESS
	Special Education for the Handicapped	7	4-6	5	2	0	5	2	0
	" " "	4	7-8	2	2	0	2	2	0
	" " "	1	9-12	1	0	0	1	0	0
	Summer School -Dropout	1	9-12	0	1	0	0	1	0
	Work-Study Program	1	4-6	1	0	0	0	1	0
	" " "	1	7-8	1	0	0	0	1	0
	" " "	1	Sp-Elem	1	0	0	1	0	0
	Reduction of Class Size	5	1-3	3	2	0	4	1	0
	" " "	2	4-6	1	1	0	2	0	0
*	Teacher Aids & Others	10	1-3	6	2	2	4	2	1
*	" " "	8	4-6	4	2	2	2	2	2

* Objective totals are not consistent, 5 times Secondary objective was not evaluated.

TABLE II (D)

EFFECTIVENESS OF PROJECTS

Represented below are all of New Hampshire's TITLE I projects by major classifications. The effectiveness of the project is represented below by grade spans and in most instances, a project overlapped a grade span, and therefore is expressed in each appropriate grade span.

	CLASSIFICATION OF PROJECTS	NUMBER OF PROJECTS TALLIED	GRADE OR GRADE SPAN	PRIMARY OBJECTIVES			SECONDARY OBJECTIVES		
				GOOD PROGRESS	SOME PROGRESS	LITTLE OR NO PROGRESS	GOOD PROGRESS	SOME PROGRESS	LITTLE OR NO PROGRESS
	.Teacher Aids & Others	5	7-8	2	2	1	2	2	1
	" " "	3	9-12	1	1	1	2	0	1
	Food Services	2	1-3	1	0	1	1	1	0
	" "	2	4-6	1	0	1	1	1	0
	" "	2	7-8	1	0	1	1	1	0
*	Pupil Services (Health, Psych. & Soc. Sv.)	9	1-3	3	4	2	6	1	0
*	" " " "	8	4-6	5	2	1	6	1	0
	" " " "	6	7-8	4	1	1	5	1	0
	" " " "	3	9-12	1	1	1	2	1	0
	Guidance Services	3	1-3	1	2	0	1	2	0
	" "	3	4-6	1	2	0	1	2	0

* Pupil Services (Health, Psych. & Soc. Sv.) - Objective totals are not consistent, 3 times secondary objective was not evaluated

TABLE II (E)

EFFECTIVENESS OF PROJECTS

Represented below are all of New Hampshire's TITLE I projects by major classifications. The effectiveness of the project is represented below by grade spans and in most instances, a project overlapped a grade span, and therefore is expressed in each appropriate grade span.

CLASSIFICATION OF PROJECTS	NUMBER OF PROJECTS TALLIED	GRADE OR GRADE SPAN	PRIMARY OBJECTIVES			SECONDARY OBJECTIVES		
			GOOD PROGRESS	SOME PROGRESS	LITTLE OR NO PROGRESS	GOOD PROGRESS	SOME PROGRESS	LITTLE OR NO PROGRESS
Guidance Services (cont)	2	7-8	1	1	0	1	1	0
Library Services	1	1-3	1	0	0	0	0	1
" "	2	4-6	2	0	0	1	0	1
" "	2	7-8	2	0	0	1	0	1
" "	1	9-12	0	1	0	0	0	1
In-Service Training	3	1-3	3	0	0	3	0	0
" " "	2	4-6	2	0	0	2	0	0
" " "	3	7-8	2	1	0	2	1	0
" " "	2	9-12	1	1	0	1	1	0

TABLE NO. III

AVERAGE DAILY ATTENDANCE AND AVERAGE DAILY MEMBERSHIP RATES
FOR TITLE I PROJECT SCHOOLS COMPARED TO STATE NORM 1/

	1963 - 1964				1964 - 1965				1965 - 1966				1966 - 1967			
	Title I Schools		1/		Title I Schools		1/		Title I Schools		1/		Title I Schools		1/	
Grade	ADA	ADM	ADA	ADM	ADA	ADM	ADA	ADM	ADA	ADM	ADA	ADM	ADA	ADM	ADA	ADM
12th Grade	94.7%	95.4%	94.7%	95.8%	94.6%	95.8%	94.4%	96.1%	96.4%	92.8%	93.7%	95.8%				
11th Grade	94.7	95.5	94.7	95.8	94.1	95.9	94.4	96.1	93.5	95.3	93.7	95.8				
10th Grade	94.7	95.5	94.7	95.8	94.4	95.8	94.4	96.1	93.6	95.3	93.7	95.8				
9th Grade	94.8	95.7	94.8	96.9	94.5	95.8	94.5	96.7	93.7	95.5	94.3	96.6				
8th Grade	91.0	97.5	95.0	96.4	96.8	94.5	95.1	97.6	94.3	96.5	94.5	96.8				
7th Grade	94.9	96.2	95.0	96.4	97.2	93.5	95.1	97.6	94.4	96.5	94.5	96.8				
6th Grade	94.8	96.7	94.8	96.8	95.2	93.7	94.9	96.6	94.6	96.1	94.6	95.9				
5th Grade	94.8	96.7	94.8	96.8	94.5	93.4	94.9	96.6	94.6	96.0	94.6	95.9				
4th Grade	94.8	96.9	94.8	96.8	94.8	97.0	94.9	96.6	94.6	96.3	94.6	95.9				
3rd Grade	94.8	96.8	94.8	96.8	95.6	97.0	94.9	96.6	94.3	96.4	94.6	95.9				
2nd Grade	94.9	96.8	94.8	96.8	94.9	97.1	94.9	96.6	94.6	96.5	94.6	95.9				
1st Grade	94.8	96.7	94.8	96.8	94.9	96.9	94.9	96.6	94.5	96.4	94.6	95.9				

1/ THE STATE NORM FOR NEW HAMPSHIRE IS ALL PUBLIC SCHOOLS

DROPOUT STUDY

The State of New Hampshire, like the other States in the Union, are sincerely concerned with the dropout problem. It is for this reason that an in-depth-study was conducted and the following tables constructed to allow for comparison and assessment of this problem.

The tables presented display the previous three academic school years with different colored sheets for each year:

1963 - 64	PINK colored sheets
1964 - 65	GREEN colored sheets
1965 - 66	BLUE colored sheets

Each table has four different displays:

Table A	Dropout Rate for School Participating in TITLE I Projects
Table B	Dropout Rate for Grades that Participated in TITLE I Projects
Table C	Dropout Rate for Non-Title I Schools
Table D	Dropout Rate for State of New Hampshire

The last table presented in this section is a composite of the last three years comparing TITLE I and Non-Title I Schools.

The reasons for withdrawal as defined in the New Hampshire School Registers that were selected for this dropout study are as follows:

- W-5 Pupil left school or dismissed because of academic difficulties, lack of interest, or quit school after passing compulsory attendance age.
- W-6 Pupil left school to seek or accept employment or to help at home.
- W-7 Pupil left school because of physical illness.
- W-9 Pupil excused from attendance because of a physical or mental defect, or handicap of a permanent or semi-permanent nature, including cases of pregnancy.
- W-10 Pupil dismissed for behavioral reasons or committed by non-school authorities to a correctional institution.
- W-11 Pupil left school to enter the armed services.
- W-12 Pupil left school because of marriage.
- W-13 Pupil left school for reasons known but not covered by W-1 through W-12.
- W-14 Pupil left school for reasons unknown.

TABLE IV - A

DROPOUT RATE FOR SCHOOLS PARTICIPATING IN TITLE I PROJECTS

WITHDRAWAL REASONS / GRADES	1963-64 DROPOUTS										NO. OF SCH.	UNREPEATED STATE REGISTRATIONS	DROP-OUT RATE
	W-5	W-6	W-7	W-9	W-10	W-11	W-12	W-13	W-14	TOTALS			
12	44	32	8	12	3	9	17	6	1	132	-	3857	3.42%
11	87	79	12	10	12	16	19	7	0	242	-	5037	4.80%
10	155	90	8	13	24	23	9	10	3	335	-	5520	6.07%
9	101	133	11	7	34	3	4	2	4	299	-	5647	5.29%
8	65	23	3	8	28	0	3	5	0	135	-	6585	2.05%
7	26	4	0	8	15	0	0	3	4	60	-	7114	.84%
TOTALS	478	361	42	58	116	51	52	33	12	1203	105	33,760	3.56%

TABLE IV B

DROPOUT RATE FOR GRADES THAT PARTICIPATED IN TITLE I PROJECTS

WITHDRAWAL REASONS / GRADES	1963-64 DROPOUTS										NO. OF SCH.	UNREPEATED STATE REGISTRATIONS	DROP-OUT RATE
	W-5	W-6	W-7	W-9	W-10	W-11	W-12	W-13	W-14	TOTALS			
12	29	27	7	9	2	8	12	6	1	101	20	2851	3.54%
11	80	78	12	10	12	15	16	7	0	230	22	4574	5.03%
10	146	89	8	12	24	23	8	10	3	323	24	5175	6.24%
9	101	133	11	7	34	3	4	2	4	299	27	5647	5.29%
8	64	18	3	8	28	0	3	5	0	129	69	6326	2.04%
7	26	4	0	8	15	0	0	3	4	60	76	7072	.85%
TOTALS	446	349	41	54	115	49	43	33	12	1142	-	31,645	3.61%

TABLE IV - C

DROPOUT RATE FOR NON- TITLE I SCHOOLS

WITHDRAWAL REASONS / GRADES	1963-64 DROPOUTS										NO. OF SCH.	UNREPEATED STATE REGISTRATIONS	DROP-OUT RATE
	W-5	W-6	W-7	W-9	W-10	W-11	W-12	W-13	W-14	TOTALS			
12	19	18	3	8	3	6	11	2	3	73	-	2626	2.78%
11	79	46	10	12	7	19	13	2	4	192	-	3520	5.45%
10	88	35	4	9	13	12	7	1	2	171	-	3742	4.57%
9	109	37	11	8	15	6	0	5	4	195	-	4023	4.85%
8	17	7	3	0	7	0	1	3	0	38	-	2914	1.30%
7	13	3	3	3	15	0	0	3	0	40	-	3048	1.31%
TOTALS	325	146	34	40	60	43	32	16	13	709	112	19,873	3.57%

TABLE IV - D

DROPOUT RATE FOR STATE OF NEW HAMPSHIRE

WITHDRAWAL REASONS / GRADES	1963-64 DROPOUTS										NO. OF SCH.	UNREPEATED STATE REGISTRATIONS	DROP-OUT RATE
	W-5	W-6	W-7	W-9	W-10	W-11	W-12	W-13	W-14	TOTALS			
12	63	50	11	20	6	15	28	8	4	205	81	6483	3.16%
11	166	125	22	22	19	35	32	9	4	434	81	8557	5.07%
10	243	125	12	22	37	35	16	11	5	506	81	9262	5.46%
9	210	170	22	15	49	9	4	7	8	494	82	9670	5.10%
8	82	30	6	8	35	0	4	8	0	173	174	9499	1.82%
7	39	7	3	11	30	0	0	6	4	100	171	10,162	.98%
TOTALS	803	507	76	98	176	94	84	49	25	1912	217	53,633	3.56%

TABLE V - A

DROPOUT RATE FOR SCHOOLS PARTICIPATING IN TITLE I PROJECTS

WITHDRAWAL REASONS / GRADES	1964-65 DROPOUTS										NO. OF SCH.	UNREPEATED STATE REGISTRATIONS	DROP-OUT RATE
	W-5	W-6	W-7	W-9	W-10	W-11	W-12	W-13	W-14	TOTALS			
12	46	28	4	24	10	11	15	6	1	145	-	5078	2.86%
11	107	102	7	24	18	23	13	9	0	303	-	5478	5.53%
10	141	106	13	17	25	22	6	5	4	339	-	5781	5.86%
9	87	107	9	8	44	8	3	14	1	281	-	6035	4.66%
8	65	8	4	9	41	0	0	5	0	132	-	7456	1.77%
7	39	2	12	7	27	0	0	4	0	91	-	7760	1.17%
TOTALS	485	353	49	89	165	64	37	43	6	1291	105	37,588	3.43%

TABLE V - B

DROPOUT RATE FOR GRADES THAT PARTICIPATED IN TITLE I PROJECTS

WITHDRAWAL REASONS / GRADES	1964-65 DROPOUTS										NO. OF SCH.	UNREPEATED STATE REGISTRATIONS	DROP-OUT RATE
	W-5	W-6	W-7	W-9	W-10	W-11	W-12	W-13	W-14	TOTALS			
12	36	25	3	18	10	9	12	4	1	118	20	3751	3.15%
11	98	101	6	22	17	21	12	9	0	286	22	5014	5.70%
10	123	106	13	16	25	22	4	5	4	318	24	5381	5.91%
9	87	107	9	8	44	8	3	14	1	281	27	6035	4.66%
8	65	8	4	9	40	0	0	5	0	131	69	7228	1.81%
7	39	2	11	7	27	0	0	4	0	90	76	7705	1.17%
TOTALS	448	349	46	80	163	60	31	41	6	1224	-	35,114	3.49%

TABLE V - C

DROPOUT RATE FOR NON- TITLE I SCHOOLS

WITHDRAWAL REASONS / GRADES	1964-65 DROPOUTS										NO. OF SCH.	UNREPEATED STATE REGISTRATIONS	DROP-OUT RATE
	W-5	W-6	W-7	W-9	W-10	W-11	W-12	W-13	W-14	TOTALS			
12	33	16	4	22	4	6	14	4	2	105	-	3025	3.47%
11	68	31	11	15	4	13	9	3	0	154	-	3127	4.92%
10	109	40	4	21	11	9	4	3	0	201	-	3341	6.60%
9	93	18	18	8	19	5	3	0	5	169	-	3611	4.68%
8	27	3	1	0	3	0	0	4	0	38	-	2583	1.47%
7	9	1	3	0	3	0	0	1	0	17	-	2724	.62%
TOTALS	339	109	41	66	44	33	30	15	7	684	112	18,411	3.72%

TABLE V - D

DROPOUT RATE FOR STATE OF NEW HAMPSHIRE

WITHDRAWAL REASONS / GRADES	1964-65 DROPOUTS										NO. OF SCH.	UNREPEATED STATE REGISTRATIONS	DROP-OUT RATE
	W-5	W-6	W-7	W-9	W-10	W-11	W-12	W-13	W-14	TOTALS			
12	79	44	8	46	14	17	29	10	3	250	81	8103	3.08%
11	175	133	18	39	22	36	22	12	0	457	81	8605	5.31%
10	250	146	17	38	36	31	10	8	4	540	81	9122	5.91%
9	180	125	27	16	63	13	6	14	6	450	82	9646	4.66%
8	92	11	5	9	44	0	0	9	0	170	174	10,039	1.69%
7	48	3	15	7	30	0	0	5	0	108	171	10,484	1.03%
TOTALS	824	462	90	155	209	97	67	58	13	1975	217	55,999	3.53%

TABLE VI - A

DROPOUT RATE FOR SCHOOLS PARTICIPATING IN TITLE I PROJECTS

WITHDRAWAL REASONS / GRADES	1965-66 DROPOUTS										NO. OF SCH.	UNREPEATED STATE REGISTRATIONS	DROP-OUT RATE
	W-5	W-6	W-7	W-9	W-10	W-11	W-12	W-13	W-14	TOTALS			
12	82	48	6	22	7	19	22	7	2	215	-	5035	4.27%
11	147	106	8	8	7	18	16	3	3	316	-	5383	5.87%
10	156	116	16	17	10	16	9	6	1	347	-	5698	6.09%
9	110	159	10	10	24	3	1	4	0	321	-	6314	5.08%
8	79	12	3	4	59	0	0	5	0	162	-	7768	2.09%
7	19	7	7	6	25	0	0	0	0	64	-	7856	.81%
TOTALS	593	448	50	67	132	56	48	25	6	1425	105	38,054	3.74%

TABLE VI - B

DROPOUT RATE FOR GRADES PARTICIPATING IN TITLE I PROJECTS

WITHDRAWAL REASONS / GRADES	1965-66 DROPOUTS										NO. OF SCH.	UNREPEATED STATE REGISTRATIONS	DROP-OUT RATE
	W-5	W-6	W-7	W-9	W-10	W-11	W-12	W-13	W-14	TOTALS			
12	59	40	6	22	7	15	19	5	1	174	20	3795	4.58%
11	140	102	8	6	7	16	16	3	3	301	22	4885	6.16%
10	153	115	16	15	9	16	9	6	0	339	24	5330	6.36%
9	110	159	10	10	24	3	1	4	0	321	27	6314	5.08%
8	74	10	2	2	59	0	0	5	0	152	69	7543	2.02%
7	19	7	7	5	25	0	0	0	0	63	76	7810	.81%
TOTALS	555	433	49	60	131	50	45	23	4	1350	-	35,677	3.78%

TABLE VI - C

DROPOUT RATE OF NON- TITLE I SCHOOLS

WITHDRAWAL REASONS / GRADES	1965-66 DROPOUTS										NO. OF SCH.	UNREPEATED STATE REGISTRATIONS	DROP-OUT RATE
	W-5	W-6	W-7	W-9	W-10	W-11	W-12	W-13	W-14	TOTALS			
12	39	12	3	14	4	7	13	5	0	97	-	2933	3.31%
11	79	27	3	11	7	12	21	2	5	167	-	3054	5.47%
10	112	58	6	16	19	9	5	3	3	231	-	3486	6.63%
9	85	35	4	8	21	6	1	5	0	165	-	3801	4.34%
8	23	5	0	3	12	0	0	4	0	47	-	2754	1.71%
7	4	1	0	1	4	0	0	1	0	11	-	2705	.41%
TOTALS	342	138	16	53	67	34	40	20	8	718	111	18,733	3.83%

TABLE VI - D

DROPOUT RATE FOR STATE OF NEW HAMPSHIRE

WITHDRAWAL REASONS / GRADES	1965-66 DROPOUTS										NO. OF SCH.	UNREPEATED STATE REGISTRATIONS	DROP-OUT RATE
	W-5	W-6	W-7	W-9	W-10	W-11	W-12	W-13	W-14	TOTALS			
12	121	60	9	36	11	26	35	12	2	312	80	7698	3.92%
11	226	133	11	19	14	30	37	5	8	483	80	8437	5.72%
10	268	174	22	33	29	25	14	9	4	578	80	9184	6.29%
9	195	194	14	18	45	9	2	9	0	486	81	10,115	4.80%
8	102	17	3	7	71	0	0	9	0	209	173	10,522	1.99%
7	23	8	7	7	29	0	0	1	0	75	170	10,561	.71%
TOTALS	935	586	66	120	199	90	88	45	14	2143	216	56,787	3.77%

COMPOSITE

DROPOUT RATES (HOLDING POWER) FOR TITLE I PROJECT SCHOOLS COMPARED

WITH NON-TITLE I SCHOOLS

	1963-1964		1964-1965		1965-1966		1966-1967		1967-1968	
Grade	Title I Sch.	Non Title I Sch.	Title I Sch.	Non Title I Sch.	Title I Sch.	Non Title I Sch.	Title I Sch.	Non Title I Sch.	Title I Sch.	Non Title I Sch.
12	3.42%	2.78%	2.86%	3.47%	4.27%	3.31%				
11	4.80%	5.45%	5.53%	4.92%	5.87%	5.47%				
10	6.07%	4.57%	5.86%	6.60%	6.09%	6.63%				
9	5.29%	4.85%	4.66%	4.68%	5.08%	4.34%				
-8	2.05%	1.30%	1.77%	1.47%	2.09%	1:71%				
7	.84%	1.31%	1.17%	.62%	.81%	.41%				
(Lower grade levels, if appropriate)										
No. of Schools	105	112	105	112	105	111				
Total No. of Students	33,760	19,873	37,588	18,411	38,054	18,733				
No. of Dropouts	1,203	709	1,291	684	1,425	718				

TABLE VII

PERCENTAGE OF STUDENTS IN TITLE I PROJECT HIGH SCHOOLS CONTINUING EDUCATION BEYOND HIGH SCHOOL COMPARED WITH STATE NORM 1/

	1962-1963		1963-1964		1964-1965		1965-1966*	
	Title I Schools	1/	Title I Schools	1/	Title I Schools	1/	Title I Schools	1/
TOTAL NUMBER OF GRADUATES	2935	4801	3714	6155	4651	7744	4630	7546
NUMBER OF SCHOOLS	28	77	27	74	27	75	27	74
MEAN SIZE OF GRADUATING CLASS	105	62	138	83	172	103	171	102
NUMBER OF SCHOOLS HAVING 0 - 10% CONTINUING GRADS.	1	1	0	0	0	0		
11 - 20%	2	3	1	3	0	0		
21 - 30%	0	4	0	6	3	5		
31 - 40%	5	17	1	6	1	8		
41 - 50%	6	20	9	21	5	16		
51 - 60%	8	17	10	27	7	24		
61 - 99%	5	15	5	11	10	22		

A student is considered to continue his education if he enters one of the following, on either a full or part-time basis: Post-Graduate High School Course, Junior College, College or University, a Vocational, Commercial, or Technical Institute, or a Nursing School.

1/ THE STATE NORM FOR NEW HAMPSHIRE IS ALL PUBLIC SCHOOLS.

* The reports for the class of '66 (1965-66) are not yet available.

TABLE VIII

RESULTS OF STANDARDIZED TESTS

GRADE	NO. OF GRADES INVOLVED	NO. OF TESTS GIVEN	NO. OF STUDENTS REPRESENTED (duplicated)	AVE. UNIT SIZE TESTED
K	37	26	298	11.46
1	176	78	1173	15.03
2	198	84	1166	13.88
3	254	106	2096	19.77
4	221	91	1363	14.97
5	210	111	1472	13.26
6	221	88	1462	16.61
7	181	68	1118	16.44
8	66	53	1129	21.30
9	24	15	545	36.33
10	22	15	533	35.53
11	15	11	216	19.64
12	13	7	109	15.57
TOTALS	1638	753	12,680	16.84

NOTE: Included with this report to the U. S. Office of Education is a complete list of all of the standardized and locally devised tests given in or for Title I Projects. This list was prepared on data processing equipment and organized by grade, month given, number of students, and grade equivalent by percentiles. This list is too extensive to reproduce for this report but is available for study in the Concord Title I Office.

TABLE IX

MOST COMMON APPROACHES USED TO ACCOMPLISH

PROJECT OBJECTIVES

PROJECT OBJECTIVES	NUMBER OF PROJECTS	MOST COMMON APPROACH
IMPROVE READING SKILLS	73	ADDITIONAL PERSONNEL PROVISION FOR EQUIPMENT
IMPROVE INSTRUCTION	24	IN-SERVICE TRAINING PROVISION FOR SUPPLIES
EXPAND OFFERINGS TO THE HANDICAPPED	10	ADDITIONAL PERSONNEL PROVISION FOR EQUIPMENT AND SUPPLIES
IMPROVE SPEECH	8	ADDITIONAL PERSONNEL PROVISION FOR EQUIPMENT
IMPROVE HEALTH STANDARDS	7	CONTRACTED SERVICES WITH OUTSIDE AGENCIES